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today deals almost exclusively with matters of scientific method or subjects closely allied to it. A book, then, on the subject of the philosophy of education comes to us almost with the freshness of new subject-matter. Such is the book by Mr. Bode,[1] who admits quite frankly that he has written on the philosophy of education.

The purpose and scope of the book are well described by the author in the Preface:

> The purpose of this volume is to interpret present-day educational problems from the standpoint of pragmatic philosophy. The discussion is centered chiefly on two main topics: viz., the aims or ideals which should be dominant in education, and the nature of the mind or intelligence with which education has to deal. The book is written in the conviction that educational theory and practice have been vitiated by preconceptions which were historically inevitable but which are unjustifiable in the light of modern knowledge. These preconceptions must be eliminated if education is to make its proper contribution toward the enrichment of life and toward making the world safe for democracy. . . . . Unless the study of detailed problems is properly correlated with theory, there is serious danger that education will simply become more complicated, and perhaps more mechanical, and not an agency of progress and reform [p. v].

The author emphasizes those things which are back of the practical everyday problems, the things upon which our sense of values depends, the things for which we must go outside of the limits of the study of education as narrowly defined. To do this he reviews some of the theories which have been most commonly accepted, suggesting possible avenues of reorganization but leaving the final conclusions and applications to the reader. A critical evaluation of several of the philosophical theories—the soul-substance theory, the doctrine of mental states, and consciousness as behavior—which have been most closely related to educational thought, with special reference to their effects upon educational thinking, and an added plea for a recognition of a place for educational theory in the field of education bring the book to its close.

This book may be used to advantage as a textbook for classroom instruction in a course in the philosophy of education. A wider and more significant use of the volume, however, should result from the need which teachers who are dealing with the practical aspects of education feel for a better understanding of the theory underlying the applied methods. A philosophy of education cannot entirely fill this need, but, worked out as it is in Mr. Bode's book, it cannot help but be of great benefit to teachers both in their educational courses and in their teaching.

ERNST WELLEMEYER

Measuring results in physics.—The effort to formulate objective standards by which the results of the teaching in a given subject can be measured is one of the first steps toward an improvement in the practices in regard to that subject. In high-school physics there has been particular need of scientific inquiry in order to help solve many of the vital questions arising, such as the proper relation of laboratory to recitation work, how best to meet the needs of the majority of the students, and various other problems dealing with the equipment necessary for carrying on good work. Dr. Camp, in a recent study,[1] has derived scales for measuring the results of physics teaching, hoping thus to enable more definite evidence to be brought to bear on some of the foregoing problems.

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[1] BOYD H. BODE, *Fundamentals of Education.* New York: Macmillan Co., 1921. Pp. xi+245.

Taking as the aims of physics teaching in the high school both knowledge of the fundamental principles and the ability to put this knowledge into use in everyday life, the author has selected and formulated exercises, the correct handling of which involves the ability specified. The study limits itself to three important phases of physics teaching, namely, mechanics, heat, and electricity and magnetism, dealing only with those facts, principles, and laws which are commonly taught in the high school. In order to make the test exercises as objective as possible, the best principles yet evolved for the measurement of physics information were used as requirements for all the exercises.

The problems range from simple to more and more complex, thus enabling one to find the relative ability of any individual or group of individuals. In the evaluation of this test material the relative difficulty of any test exercise was determined by the percentage of pupils who solved it correctly, regardless of the amount of time required. This method, of course, assumes that the distribution of physics abilities, of which the exercises are a measure, conforms to the normal curve of frequency. This assumption is justified by the results of the preliminary tests, which were given to 3,500 boys and girls in the high schools in Iowa. The relative difficulties having been determined by the preliminary tests, the problems of equal difficulty were then grouped together. Beginning with an arbitrarily selected zero point, the exercises were located on a linear scale, the group of exercises of median difficulty having a scale value of 6.

The scales may be used advantageously, as tests of different types can be readily formed from the scales. Both correct and incorrect answers are given for each problem, as well as the average time required for its solution. Tentative standards have already been worked out for the Iowa high-school children. The scales will be of value in the measurement of achievement in physics in the phases of the subject with which they deal.

SHIRLEY HAMRIN

Religious education.—The movement for religious education has received considerable impetus during the last few years. The general awakening to the necessity for doing something systematically and on a comprehensive

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[1] HAROLD LAVERNE CAMP, *Scales for Measuring Results of Physics Teaching.* Studies in Education, Vol. II, No. 2. Iowa City, Iowa: University of Iowa, 1921. Pp. 51.